

**General Certificate of Secondary Education**

**A953 CA**

**History A: Schools History Project**

History Around Us and Modern World

History controlled assessment Tasks

**Specimen controlled assessment task**

## INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the History A specification for instructions on completing controlled assessment tasks.
- The enclosed tasks are examples of possible areas of study.
- There are 2 Tasks for candidates to complete for this component.
- The total number of marks for each Task is **25**.

This document consists of **2** printed pages.

**Task 1: History Around Us**

This task is divided into two questions and tests Assessment Objectives 1, 2 and 3  
[Question 1: AO1: 5 marks, AO2: 5 marks, Question 2: AO3: 15 marks]

- 1** 'The site you have studied was typical of Xs at the time'. How far do you agree with this statement?

Use the sources you have, and your knowledge of the site and its historical background, to explain your answer.

**[15]**

- 2 (a)** Study the representations and interpretations of the site you have been given. How far do they agree about the site? Explain your answer

**[5]**

- 2 (b)** Study the representations and interpretations of the site you have been given. Why do they give different impressions of the site? Explain your answer.

**[10]**

**Task 2: Modern World Study**

This task tests Assessment Objectives 1 and 2. [AO1: 10 marks, AO2: 15 marks]

- 1(a)** Explain two important features of X today.

- 1(b)** Choose two of the following important events/individuals/ groups or organisations/ beliefs/developments from the last 60 years. Explain how they help explain why X is like it is today.

**[25]**

**A953: Specimen Controlled Assessment Task**

Specimen Guidance for candidates

The maximum mark for these tasks is **50**.

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## **Task 1: History Around Us**

### **Guidance for candidates:**

#### **Question 1:**

- describe and explain the main physical features of the site (this could include the geographical position of the site as well as the site itself) and explain how typical these are of Xs at the time.
- make sure you explain differences and similarities between the site you have studied and typical X at the time.
- you should also compare the main functions of the site and how typical these were of Xs at the time.
- throughout your answer you should try and explain how useful the evidence at the site and in sources you have been in helping you answer the question. For example you might want to explain the limitations of the site or of other sources.
- make sure you use your knowledge of the historical context at the time and your knowledge of other sites of a similar type to support your answer
- you should aim to write about 600 words.

#### **Question 2:**

- make sure you compare the representations and interpretations you have been given. Do not just describe them.
- make sure you refer carefully to the representations and interpretations to support and explain your answer.
- make sure you focus on explaining why they differ. You might want to consider e.g. do they differ in their date, do they differ in their purpose, do they differ in their audience?
- you should aim to write about 400 words.

## **Task 2: Modern World Study**

- do not write too much for 1(a) (aim for about 200 words). You are asked to explain just two features of the situation today. Make clear which two you are going to explain.
- in answering 1 (b) write about 800 words.
- make sure you do not simply describe the important features you have chosen from over the last 50 years. You should explain how they help us to understand what is happening today and why it is happening.
- try and explain how the past and the present are related to each other. You can do this by explaining the links between the features you wrote about in 1(a) and the features you have chosen for 1(b).

The maximum mark for these tasks is **50**.

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## INSTRUCTIONS FOR TEACHERS

Candidates can complete the following tasks in any order and at any time during the course of study. It is expected, however, that candidates will complete these tasks immediately following the completion of the relevant learning programme:

- **History Around Us:** candidates should have visited and studied a historical site and studied a range of supporting sources including different representations and interpretations of the site. They should also have studied the historical context of the site and compared it with other sites of a similar type.
- **Modern World Study:** candidates should have studied an important issue that is in the news during their course of study. The learning programme should focus on (i) what has been happening recently, and (ii) how a study of the previous 60 years (approximately) helps an understanding of what is happening today.

It is important that the learning programme is designed to allow candidates to acquire and develop the relevant knowledge, understanding and skills. Teachers should take note of the targets for each task and study the requirements of the mark scheme before planning the learning programme.

It is expected that candidates will complete the tasks in normal lesson time over a number of weeks. It is recommended that candidates are allowed 20 hours to complete the two tasks (10 hours per task). It is expected that candidates will use 6 hours for preparation of each task. This might include: research, note taking, planning and drafting. The writing-up of the final piece of work for each task should take about 4 hours.

It is the responsibility of Centre staff to ensure that the work that candidates produce is their own individual work. It should be completed under direct teacher supervision. Detailed guidance on the controls that should be set in place are given on page ? of the Specification.

The tasks will need to be adapted so that they are relevant to the historical content of the learning programme followed by the candidates:

- **History Around Us:** adaptation might include the naming of a particular site and the identifying of a type of site e.g. Rochester Castle and Norman castles. It will also involve providing candidates with 5-6 representations and interpretations of the site. These should include pictorial as well as written representations and interpretations. They could include representations and interpretations over time and present-day marketing materials. It is important that the representations and interpretations used are accessible and enable candidates to reach any of the Bands in the mark scheme. The representations and interpretations used in these questions should not have been studied as part of the learning programme.
- **Modern World Study:** adaptation might include the naming of the issue that has been studied in the learning programme. Candidates should also be provided with a list of relevant and important events/individuals/ groups or organisations/ beliefs/developments from the last 50 years from which they must choose for Question 1(b). The word 'today' in the questions should be taken as to mean 'during the course of study for this specification ie in most cases, during the last two years.

It is important that the overall nature of the questions and their targets are changed. For example, History Around Us Question 1 must be about the typicality of the site studied and Question 2 must require candidate to compare representations and interpretations and explain why they differ.

The guidance for candidates has been designed to help candidates and should be handed to candidates with the adapted versions of the questions.

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## How to use the mark schemes

- Each band descriptor covers all the relevant assessment objectives for relevant question(s).
- The descriptors should be read and applied as a whole.
- Where two responses are assessed against the same mark scheme these responses should not be assessed separately - they should be assessed as a whole (as one response).
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved;
- the quality of written communication.

For example:

- an answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band
- an answer that meets the requirements of many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.

If an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.



Task 1 History Around Us		
Question Number	Answer	Max Mark
1	<p><b>Target:</b> AOs 1, 2 and 3.</p> <p><b>Band 0:</b> Candidates: Submit no evidence or fail to address the question.</p> <p><b>Band 1:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Demonstrate little relevant contextual knowledge.</li> <li>• Demonstrate limited ability to select and organise information.</li> <li>• Describe a few key features. Their work contains some relevant material but this is not often deployed relevantly and there is no effective comparison with other sites.</li> <li>• Extract some information from sources.</li> </ul> <p><b>Band 2:</b> Candidates</p> <ul style="list-style-type: none"> <li>• Demonstrate some contextual knowledge, but this is limited and only sometimes used relevantly.</li> <li>• Select and organise some relevant material.</li> <li>• Describe key features of the chosen site and of other sites but with little awareness of the broad context. There is some structure in their descriptions. Attempts are made at obvious points of comparison. Conclusions about typicality, if attempted, assert and are not supported.</li> <li>• Sources and site are explicitly used, but are used uncritically and at face value and are not used to address typicality.</li> </ul> <p><b>Band 3:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers.</li> <li>• Select and organise information, much of it deployed relevantly.</li> <li>• Demonstrate some understanding of the key features of the site with a limited awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons are made and conclusions about typicality are attempted. These are not always well substantiated.</li> <li>• Make explicit use of the sources and the site as evidence to support arguments. They begin to evaluate the sources and site but this is often not integrated into their arguments.</li> </ul> <p><b>Band 4:</b> Candidates: Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers.</p>	<p>[0]</p> <p>[1-3]</p> <p>[4-6]</p> <p>[7-9]</p> <p>[10-12]</p>

Task 1 History Around Us		
Question Number	Answer	Max Mark
1 Cont'd	<ul style="list-style-type: none"> <li>Select relevant information which is generally well-organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features of the site and of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions about typicality.</li> <li>Sources and the site are used and evaluated in detail and evidence is used to support arguments and conclusions.</li> </ul> <p><b>Band 5:</b> Candidates:</p> <ul style="list-style-type: none"> <li>Select and deploy relevant and accurate contextual knowledge to effectively support their answers.</li> <li>Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features of the site including awareness of the importance of the broad context and of interrelationships in the period studied. A complex understanding of typicality is demonstrated. They produce well-developed, well-reasoned and well-supported conclusions about typicality.</li> <li>Sources and the site are thoroughly evaluated and evidence is effectively used to support arguments and conclusions.</li> </ul>	[13-15]
2(a) and (b)	<p><b>Target:</b> AO 3</p> <p><b>Band 0:</b> Candidates:</p> <ul style="list-style-type: none"> <li>Submit no evidence or fail to address the question.</li> </ul> <p><b>Band 1:</b> Candidates:</p> <ul style="list-style-type: none"> <li>Describe a few surface features of representations and interpretations. Attempt to identify differences/similarities in the ways that sites have been represented and interpreted.</li> </ul> <p><b>Band 2:</b> Candidates:</p> <ul style="list-style-type: none"> <li>Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities in the ways in which sites have been represented or interpreted. Can begin to identify some reasons for these differences although these will not be explained or supported.</li> </ul>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p>

Task 1 History Around Us		
Question Number	Answer	Max Mark
2 Cont'd	<b>Band 3:</b> Candidates: <ul style="list-style-type: none"> <li>Show some understanding of representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations and to explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations.</li> </ul>	[5-6]
	<b>Band 4:</b> Candidates: <ul style="list-style-type: none"> <li>Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret, and infer, from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show sound understanding of why sites have been represented and interpreted in different/similar ways. They can make some valid use of least one of the following in their explanations: purpose, audience, context, medium, access to information.</li> </ul>	[7-8]
	<b>Band 5:</b> Candidates: <ul style="list-style-type: none"> <li>Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from, representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. Show a good understanding of why sites have been represented and interpreted in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information.</li> </ul>	[9-10]
	<b>Task Total</b>	<b>[25]</b>

Task 2 Modern World Study		
Question Number	Answer	Max Mark
1(a) and (b)	<b>Target: AOs 1 and 2.</b>  <b>Band 0:</b> Candidates: <ul style="list-style-type: none"> <li>Submit no evidence or fail to address the question.</li> </ul>	[0]
	<b>Band 1:</b> Candidates: <ul style="list-style-type: none"> <li>Demonstrate little relevant contextual knowledge.</li> <li>Demonstrate limited ability to select and organise information.</li> <li>They describe a few features, events, individuals or situations related to the situation today. Their work contains some relevant material but this is often not deployed relevantly.</li> </ul>	[0-6]
	<b>Band 2:</b> Candidates: <ul style="list-style-type: none"> <li>Demonstrate some contextual knowledge, but limited and not used relevantly.</li> <li>Provide some structure to their descriptions.</li> <li>Describe some key features, events, individuals or situations related to the situation today.</li> </ul>	[7-11]
	<b>Band 3:</b> Candidates: <ul style="list-style-type: none"> <li>Select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers.</li> <li>Produce structured descriptions and explanations.</li> <li>Describe and begin to explain key features, events, individuals or situations relating to both the situation today and situations in the past. Interrelationship is not explained although it may be asserted.</li> </ul>	[12-15]
	<b>Band 4:</b> Candidates: <ul style="list-style-type: none"> <li>Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers.</li> <li>Produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions relating to the present and to the past.</li> <li>Consider and explain some interrelationships between past and present although these explanations are not always convincing.</li> </ul>	[16-21]
	<b>Band 5:</b> Candidates: <ul style="list-style-type: none"> <li>Select and deploy relevant and accurate contextual knowledge to effectively support their answers.</li> <li>Produce well-developed, well-reasoned and well-supported analyses, explanations, arguments and historical conclusions relating to the interrelationship of past and present.</li> <li>Understand and explain, as a central feature of their work, several interrelationships between past and present.</li> </ul>	[22-25]
	<b>Task total:</b>	[25]
	<b>Unit total:</b>	[50]

**Assessment Objectives Grid (included QWC)**

<b>Task 1</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>	5	5	5	<b>15</b>
<b>2(a)</b>			4	<b>4</b>
<b>2(b)</b>			6	<b>6</b>
<b>Task 2</b>				
<b>2(a)</b>	4	4		<b>8</b>
<b>2(b)</b>	6	11		<b>17</b>
<b>Total</b>	15	20	15	<b>50</b>

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